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ABSTRACT

The program described is an attempt to create regular classroom learning experiences for teenagers which promote psychological development. Based on concepts from stage theory, the objectives of the classes are to increase the level of psychological maturity of the pupils while teaching particular psychological skills. The course is designed as a practicum and seminar experience in which listening skills and empathy responses are developed through actual peer counseling experience. Practicum sessions consist of sequential training in role playing exercises, examinations of counseling tapes, and counseling of high school peers. Seminar sessions include readings on communication and discussions of counseling films and tapes. Each of the class activities and writing assignments are described. Statistical results from evaluations of skill development confirm counselors' and teachers' impressions of growth and maturity in participating students. It is felt that a series of complimentary courses using this intervention format could expand and enrich the standard academic subject-oriented teaching at the secondary level. (Author/KSM)

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SOUTHEAST ALTERNATIVES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report 1

JANUARY, 1974

A HIGH SCHOOL CURRICULUM IN THE PSYCHOLOGY OF COUNSELING

DELIBERATE PSYCHOLOGICAL EDUCATION PROJECT

Minneapolis Public Schools

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REPORT #1

November, 1973

Learning Psychology by Doing Psychology: A High School Curriculum in the Psychology of Counseling

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Student Personnel Psychology
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LEARNING PSYCHOLOGY BY DOING PSYCHOLOGY: A High School Curriculum in the Psychology of Counseling

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"Experience is not what happens to you; it is what you do with what happens to you."
Aldous Huxley

Introduction

The program in psychological education represents an attempt to create new forms, new content and new ways to educate youth and to train school personnel. We believe there are manifest needs for reformulating the forms, the content and the methods of education. It is easier to provide evidence for this contention than it is to develop alternatives. This is a principal reason why educational intervention has been left in many instances at a piece meal and craft level. We consider that the most pressing need in school guidance is for various alternative concepts of how to educate for psychological maturity and how to translate these ideas into working examples.*

One example of what we mean by reformulating education is a curriculum in personal and human development; a comprehensive set of educational experiences designed to affect personal, ethical, aesthetic and philosophical development in children, adolescents and adults. We believe that a powerful intellectual, social and psychological argument can be made for such education and that the need is neither age nor social class specific. The development of morally and emotionally sensitive human beings is by no means an exhaustive education, but it is usually missing in our present institutions and curricula. The beginnings of the conceptual framework and of the educational experiences facilitating such development

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*Portions of this report can be found in Sprinthall, 1973, and in Sprinthall and Erickson, 1974.

are present in the program to be described. Also we will include a description of the current status of our work and the plans for development and implementation.

Rationale for the Approach

The current need and demand for effective educational programs has been extensively and exhaustively described and documented. We will not plan to add one more educational autopsy in support of the need for new and more powerful ways to educate children and teenagers. It is obvious that schools, communities, or indeed, nations cannot afford to leave the process of psychological development to the mercy of random forces as is now the case in so many instances.

In addition to the need for personal development, our rationale also includes the necessity to develop a substantive basis for a curriculum in psychological education. Thus our approach is oriented to the creation of "Knowledge" about children and adolescence as a stage of psychological development and the implication of that view for intervention strategies. Too often school programs pay only lip-service to the concept of psychological development and then immediately create curriculum materials that bear small relation to a developmental framework. We are convinced that an effective program can be based upon solid psychological theory. Precise definitions from developmental psychology at present seem to us as the most promising theoretical framework. Some of the most critical issues in this regard have been enumerated in a recent article (Sprinthall, 1971). For example, if adolescence represents a stage of development qualitatively distinct from childhood, the concepts of the shifts to "Formal Operations" (Piaget), a higher level of "Moral Judgments" (Kohlberg) and an accompanying shift to Ego-Centric Schema (Elkind) have major

theoretical implications for programs that seek to nurture psychological growth and ego development (Loevinger). Such a theoretical framework also prevents programs in psychological education from the philosophical "cul de sac" of simply offering a new "Bag of Virtues" (Sprinthall, 1972).

Other important aspects of the rationale for our approach concern the physical location for the research, the pedagogy of the seminar and practicum approach and the emphasis on simultaneously training teachers and developing curriculum materials. We have found that the best place for an educational research and development project is in the natural setting of the school. Willie Sutton, when asked why he robbed banks, replied, "That's where the money is!" Our view is analogous. Curriculum reformulation should take place in the school because that's where the teachers and pupils are. More elegant and eloquent is the view suggested by Dean Shaefer of Columbia when he called for the school systems themselves to become "Centers for Inquiry" (Shaefer, 1967). Such inquiry, in our view, can create needed programs for change.

In a parallel sense, our view is that in-service training of counselors and teachers should take place in sequence with the development of new materials. The shared development of new ideas and new teaching modes seems a natural alliance of people and programs (as opposed to sending teachers to a sensitivity training marathon on one hand and importing a package of new curriculum materials on the other). Training teachers and counselors through direct involvement with the formative process of curriculum development avoids the problems of expecting teachers to use alien material and helps them acquire the needed experience-base to re-orient their own practice. There is enough negative evidence from the long history of efforts in teacher and counselor training to indicate

that in general, teachers and counselors do not change their practice as a result of exhortations, directives from the "central office," or brief in-service workshops. The shiny new curriculum packages that appear from the assembly lines of educational laboratories often meet a similarly negative fate - badly damaged in transit!

In sum, our rationale for educating pupils psychologically/personally is to provide significant experience (counseling peers, cross-age teaching, early childhood work, etc.) and a systematic analysis of that experience in natural settings. The seminar and practicum pedagogy provides for educating under conditions that are real, with genuine responsibility and include rigorous analysis. The training of teachers and counselors follows a similar format. Perhaps the most significant summary of both the need and the rationale for this program comes from the recent statements of James Coleman:

> In attacking the problems of modern society, the most critical step is to reduce the school's dependence on its classical functions so that is can take on new ones. This requires policies that explicitly move the classical activities out of the school. . .The new goal must be to integrate the young into functional community roles that move them into adulthood. . .The school must be integrated with service organizations. . .so that the young can help in them. Since the school's function will no longer be to protect the child from society but rather to move him into it, the school must be integrated with these other organizations of society and not insulated from them." (Coleman, 1972)

Objectives: Psychological Growth and Psychology Skills

The objectives of the classes in the project are really two-fold: (1) To increase level of psychological maturity of the pupils and (2) To teach particular psychological skills. In each class the first objective is always the same while the second always depends upon the particular aspects of psychology under deliberate instruction. Using a cognitive-developmental approach as we noted in the rationale, we attempt to

maximally facilitate psychological development as a major objective. We employ an array of assessment procedures as proximate measures of psychological change such as the Kohlberg Test of Moral Maturity, the Loevinger Test of Ego Development, interviews, clinical assessments of writing assignments and student journals. For the assessment of skill development, we employ measures specific to each class. For example in the Counseling class skills are assessed through ratings of their counseling responses. In the Psychology of Women's Growth class their interviewing skills are rated. In the Psychology of Child Development class their performance with nursery age children is rated as well as their abilities to observe the array of individual differences in children. It is our view that effective skill learning in these areas essentially provides means and/or methods to teenagers so they experience the world differently. Theoretically we see the technique training as a procedure for broadening the experience-table of each pupil and thus producing a higher level of psychological maturity.

In this report we will not discuss a third set of objectives, namely teacher training. We do wish to point out, though, that staff development is a critical domain and will be under development in programmatic terms this current year. Also we consider that such teacher training can occur simultaneously with the instructor of the teenage pupils. A more comprehensive report on the teacher training-staff development issues will appear in the future.

The Setting

During the school year 72-73, we have tried out a series of courses, largely as electives in a Social Studies Department. This represents a second trial and an initial replication of previous findings reported

from the program developed in a Massachusetts School System (Mosher and Sprinthall, 1971). It is not an exact replication, however, because curriculum development done in the natural setting of regular high school classes does not permit the same degree of controlled experimentation as in a laboratory setting.

The setting of our current program is a local public high school population. The school, with an enrollment of approximately 1200 students in grades 7-12, of which 17% are minority, serves a wide population--a public school for the Southeast district, approximately 1/4 of the school's students are from out-of-district including about 100 racial transfers; and the school services about 70 orthopedic, hearing and mentally handicapped students drawn from throughout the metropolitan area. This is a wide range of abilities throughout the entire student body. The plans of recent graduating classes indicate that about 60% plan on going to college, 15% plan on going directly to work and about 15% plan to attend a vocational or business school. The remaining 10% are undecided.

The Psychology of Counseling Class

This course is designed as a practicum and seminar experience to promote the learning of listening skills and the development of empathic responses through actual peer counseling experience. The practicum sessions consist of sequential training in role play exercises, examinations of counseling tapes, and counseling of high school peers. The seminar sessions include readings on communication, discussions of counseling films and tapes and an integration of this with the practicum units to encourage reflection and cognitive restructuring of the total learning experience. This class, like others in the over-all program,

was offered on a pass-fail basis and was an elective. In this particular school almost one half of all the academic classes are offered as electives. The instructional approach represents an attempt to balance and integrate the process and content of counseling psychology. Thus actual process experiences in learning counseling techniques, active listening skills and learning to rate appropriate versus inappropriate responses are balanced by content experiences through readings, writing assignments and discussions of counseling films.

Introductions

The first phase of the class begins with personal introductions by each participant. In previous classes we tried out a series of procedures for these introductions including structured exercises, games and simulations. We found that the development of listening skills, building the class as a group, and the creation of a collegial atmosphere between the pupils and the instructional staff could best occur without the use of such so-called simulation techniques. Instead we asked each person to take about 5 to 10 minutes to introduce him/herself, say something that would help us get acquainted and mention some significant learning experience in the past week or so. The class co-teachers would then respond to the introduction in a manner designed to indicate that they heard and understood both the content and some of the feelings that the person introducing him/herself was experiencing. There are some moments of awkwardness and self-consciousness in this procedure which the co-teachers acknowledge as well as a sense of relief when a person gets through his/her turn. To speak about "self" in front of 25 to 35 classmates and staff is a significant and difficult experience, yet the procedure is designed to provide a common experience base for the initial stages of the

class as well as a demonstration of difficulties of both sending and receiving communication messages. At the conclusion of this phase we ask everyone to fill out a two page question guide on the introductions:

> Please describe your thoughts and feelings as you introduced yourself.
>
> How uncomfortable were you just prior to your turn?
>
> Did you prepare something to say in your mind?
>
> What were your feelings while you were talking?
>
> Can you describe how you felt afterwards?
>
> Did you have a sense that the class was listening to you? Were any specific individuals helpful with their questions?
>
> Did you have difficulty at times listening to others?
>
> Did you learn new ideas, more about your classmates, teachers, during the introductions? Any new thoughts and ideas about yourself?

We then summarize the comments for the pupils as a means of helping them understand that everyone in the class including the staff is somewhat uncomfortable, would like to say more about themselves, felt they were slightly incoherent, had difficulty in really listening to others, etc. Such information gleaned from their reflections upon the experience helps to promote an equalization and democraticizing of the classroom process. Also it is noteworthy how many times pupils comment that its the first time they knew anything about many of their colleagues more than a name. The procedure also helps to begin to break down some of the previously formed teenage cliques.

Teaching Active Listening Scales

Immediately following the introductions we start direct teaching

of the Active Listening Scale. We found that by modifying the original Rogerian Empathy Scale into two components, response to content and response to feeling, we could teach the skills more effectively. We could more easily focus on the particular domain that the pupils were having difficulty mastering by separating the dimensions. We described the scales briefly and handed out one page copies to each pupil.

Active Listening Scale

Response to Feelings - Emotions	Response to Content - Ideas
5. Goes well beyond the person's expressed feelings. Provides the person with a major new view of the emotions he/she is experiencing.	5. Goes well beyond the stated meaning. Provides new insight.
4. Goes to a slightly deeper feeling than expressed. Helps person understand his/her own feelings in more depth. Goes just beyond the emotions expressed.	4. Goes slightly beyond the meaning stated. Provides some new insight. More concise. Helps the person understand his/her own ideas better.
3. An accurate understanding of feelings and/or emotions, expressed in your own words. An accurate reading of feelings.	3. An accurate understanding of the content - a restatement in your own words of what the person said.
2. A slight distortion of the feelings expressed - a near miss.	2. A slight distortion of meaning - just misses what the person said.
1. No awareness of feelings expressed, the wrong feelings - or a genuine put-down.	1. Dead wrong - the opposite of what was said. A complete miss as to meaning or an active disinterest.

Practicing Listening Skills

Through practice such as writing down single responses to stated "role play" or actual concerns, the pupils gradually develop skill and comfort with the scales. It is a slow process to move from the artificial and somewhat "plastic" experience of writing single

responses to the point of maintaining verbal dialogue with a role-play counselee and requires patience and support. The students' initial resistance to practicing the scales tends to be somewhat high. We have found, however, that this structured approach seems to yield positive outcomes in skill learning. Also, we usually play audio tapes from some actual initial counseling interviews made by graduate students. By showing some of these first awkward interviews between real clients and graduate counselors in-training, the high school pupils see firsthand the difficulty in accurately identifying and responding to content and feelings. We emphasize the two stage nature of these learnings, (a) to accurately pick-up hear, and identify content and feelings, and (b) to frame a response, "Using your own words which communicate to the role-play client that you do accurately understand the message." The pupils then learn to score responses both on the audio-tapes and on the single response in-class practice sessions. By teaching the pupils to "judge" their own as well as others' responses, learning the scale is hastened. The pupils become conscious of the dual process of identifying on one hand and responding on the other to understand and experience the process itself.

We have also used practice role play responses to video-taped excerpts as one further aspect of this skill training phase. We play an excerpt on video to the class, stop the tape, and ask them to write a response which captures both content and feeling. These excerpts can be "home-made" simply by asking pupils in a drama class to make up a problem that teenagers often experience and then tape a series of statements describing the problem. After showing the

taped excerpts we then go over the responses in class usually listing on the blackboard all the content responses and then all the feeling responses to each excerpt. This particularly teaches a language for identifying emotions as we as a group then pick out from the list on the board the responses that seem most accurate. The pupils then rate their own responses on the two five-point scales. Thus the process teaches judging or rating skills and a language system for identifying emotions simultaneously.

Adding Non-Verbal Skills

After the first three or four weeks on the active listening scales we introduce a third aspect of counseling and communication training-the non-verbal components. The summary below represents a framework around which we focus the questions of body-language. In the same way as the content-feeling dimensions are presented, we have the students learn to identify non-verbal messages and then after some practice sessions in class, we routinely assign a pupil the task of process observation of role play counseling sessions. Thus with the one page handout as a guide a pupil will jot down examples of body language "talk" while observing the class practicing active listening responses. At the end of each exercise the process-observer will make a short presentation of his/her findings. This helps to illustrate the three major aspects of communication, content, feelings and the non-verbal aspects.

The Psychology of Counseling

1. Nonverbal Cues: Body Language Signs

	Quality	
Voice	Harsh/Overly Sweet	Genuine
Facial Expression	Stone-face or disinterested	Interested
Posture	Leans away Tense, rigid or too casual	Leans toward-relaxed
Eye Contact	Avoidance of eye contact or excessive staring	Maintains reasonable eye contact
Touching	Avoids all contact or smothers (back-slapper)	Contact appropriate to situation
Gestures	Closed: guarded or overly jovial	Open, Flexible
Spatial Distance	Too far or too close	About "right" Comfortable

2. General Congruence

Similarity of verbal and nonverbal cues--how "together" is the talk and the body language.

Examples: "Oh, I'm not embarrassed." (Face reddens)

"I really enjoy lecturing to students." (Knuckles white)

"It's so nice to see you." (Voice tight)

"The test you gave us was a useful learning experience." (Eyes like black darts)

3. Three Areas of Communication: A Summary

Verbal Content (5 pt. scale)	Feelings (5 pt. scale)	Nonverbal Cues Congruent/Dissonant

These three dimensions provide us with information on the content of what is being said, the feelings behind the content, and the body language. Sometimes the feelings and the nonverbal language are referred to as the "hidden agenda"--the messages just below the surface. If we learn to "see" and respond to these dimensions, we will tend to increase our own understanding of the complexities of "where the other person is coming from" or that we will become more accurate in "reading" of another person.

Often when we say the "Medium is the message," we mean, how a message is communicated (the feelings and the body language) is more important than the content itself. Actions speak louder than words, feelings are more significant than rhetoric, are other ways of saying this same concept.

Writing Assignments

Following these process learnings, we then handed out short reading assignments such as "Barriers and Gateways to Communication" by Carl Rogers (1952), and "Parent Child Communication Skills" by the National Education Association (1971). We also showed the Gloria films ("Three Approaches to Psychotherapy") with counseling segments by Rogers, Ellis and Perls. We asked the students to prepare papers examining the communication issues. The format for one such writing assignment was as follows:

Writing Assignment — The Psychology of Counseling

1. Read the Roger's article, "Barriers and Gateways to Communication."
2. Write a reaction paper, 2-3 pages, due next week. Hand in to your small group leader.
3. Almost any format will do since the purpose is for us to see how understandable and significant his comments are for you. If you wish, you can (1) Describe his basic idea: (how clearly does he state his position?, is his language too "academic?", does he explain his view adequately or is it too vague, too trivial, too Utopian?) (2) Put his ideas in your own words, e.g., this is like a level 3 response. How would you say what he says if you were talking with him? (3) Without being too judgmental, how do you evaluate the significance of his view for everyday life. (4) Other comments: Did he seem much different on "paper" than in the film? Does he make more sense in action with Gloria than in the paragraphs? Are his non-verbals and body language congruent (all together) with his words?

After completing the film of Perls and Ellis including Gloria's addendum, we hand out another writing assignment seeking to synthesize or integrate the three approaches to our over-all goal of effective communication in all three modes. The writing format follows:

Writing Assignment — The Psychology of Counseling

Write a reaction paper (2-3 pages) comparing Rogers, Perls and Ellis. Again, your paper may take almost any format that best fits your method of description and examination of the issues.

1. Gloria summed it up that Rogers responded to her emotions, Ellis to her mind, and Perls to her as a person. You might start by explaining in your own words what she meant by this.

2. Also, you could comment on your own reactions to her choice at the end - surprise, disbelief, dismay - that she chose Perls!

3. You also might comment on how complete are any of the single communication systems depicted in the films. For example, is it complete just to focus on content (Ellis), feelings (Rogers), or body language (Perls)?

Is it possible to consider a "super-gestalt" of communicating in all three basic modes? Can a person learn to accurately identify content, feelings, and body language simultaneously (or is it like a three ring circus!). And further, can a person learn not only to identify in the three areas but also to respond accurately?

The Shift from Role Plays

As we proceeded through the term we would follow the same overall format employing part of the class time on process skills and part on intellectual discussion and writing assignments. As the class proceeded the skill training aspect of the process work declined. Instead the pupils began to bring in their own "real life" concerns. The role play counseling shifted to actual problems, and the pupils started using their newly learned active listening skills on these genuine issues. The range of issues was substantial from one student expressing anger over being falsely accused by a teacher of stealing a book, another concerned over the loss of her dog, to yet another who had an over-protective mother and felt suffocated. Students had the opportunity to both counsel their peers and be counseled in turn by these same peers.

Reciprocal Helping

At an experiential level, we were stressing the reciprocal

nature of counseling and communication. We were not interested in creating a professional cadre of teenager counselors as one class of helpers with the balance of the school population as helpees. Instead we wanted the concepts of helping, caring, active listening to remain an essentially democratic responsibility. Pupils were asked to note the difference between this approach to counseling and communication and the regular professional approach with its univocal focus.

Transfer of Training Issues

As the class neared the end of the term, we then stressed the transfer of training problem. We examined the issues involved in moving from the context of the particular class into the "outside" world. We asked the pupils to make brief communication audio tapes with friends as a means of trying out their skills with non-classmates--this provided for a significant discussion when the pupils realized both how much they had learned as well as how difficult it was to transfer such learning to different situations. As a final test of transfer we administered Counseling Skill tests to the class as a whole and reported those results at the final class.

Continuing issues that we stressed throughout this transfer of training phase concerned the questions of choice and the meaning of behavior in general. In the first instance we would focus on the responsibility that accompanies the use of active listening and helping others. As pupils learned to use these skills in the real world they often found themselves confronted with such difficult choice questions--"Should I respond to my friend now that I can

hear the pain?" or "I'm not really sure that I like this at all. I was happier not listening to others" or "I was really surprised to find out how complicated the problem was, but now what?" We try to help the pupils understand that they can become effective helpers to each other, are genuine resources and can themselves be helped by their peers.

Also we point out that the process of active listening as helping provides all of us with an understanding of how complicated and multi-faceted are problems of human behavior. In a sense the communication training becomes a means of teaching pupils that behavior is not the result of a single cause and effect sequence (we call that view the billiard-ball theory of human behavior). Instead the process becomes the road to multiple causation and what it means to say that human behavior is over-determined. Learning to explore and examine for meaning and the series of factors that are involved in almost any aspect human behavior becomes our way of teaching for non-stereotyped thinking about human behavior and its causes. The process of developing psychological and personal maturity on the part of teenagers is aided, in our view, by these learnings. To understand the complexities of behavior in ourselves and others is certainly a step toward the development of genuine empathy.

Counseling Class Results

Since the objectives or dependent variables of the classes were two-fold, we shall report the results in two categories: (1) The effects upon skill development and (2) The effects upon overall stages of psychological growth.

Skill Development

We assessed their pre-class counseling skill level using the Porter Scales, ten situations with multiple choice responses. Their original scores were $\bar{X}$ = 1.17 (N=30, range from 1 to 3 on a 5 point Empathy Scale). These pre-test scores compare almost exactly to the average Empathy Scores of college freshmen reported in the literature, $\bar{X}$ = 1.20 (Carkhuff 1971). Since these scores were so close we did not do further pre-test assessments of counseling skills. The base-line appears well established at a level slightly above level one, defined as a response pattern that misses both the content and feeling of a communication message.

On a series of post-test communication skill measures, the results were encouraging. In the fall term we used 10 excerpts from a transcript of an actual therapy session, "A Study in Claustrophobia" by Finesinger and Powdermaker (1951). The high school pupils scored $\bar{X}$ = 2.76 (N=23, range 2.3 to 3.5). The actual therapist responses were rated 2.1!

In the winter term class with a new set of pupils we employed the Affective Sensitivity Scale developed by Norman Kagan (1973) as the Post-test. Their scores were $\bar{X}$ = 30 (N=24, range 17-48). It is difficult to interpret the exact meaning of this as a post score since their are no norms for high school pupils. The high school scores, however, are not appreciably lower than undergraduate and graduate students. For example, with a small sample of doctorate and master students currently enrolled at the University of Minnesota, the scores on the same scale were $\bar{X}$ = 36 (N=12, range 28 to 48). Since the entire scale contains 66 items the overall range on the

test runs from 0 to 66. The reported scores tend to stand about in the middle of this distribution.

In the spring term with a third set of new pupils, we employed role play video tapes developed by Tom Skovholt at the University of Missouri. The tape depicted ten client statements with a pause after each for a written response. The post-test scores on a 5 point Empathy Scale for the spring class were $\bar{X}$ = 2.61 (N=21, range 1.9 to 3.51). We found that this procedure was far superior to either reading excerpts, or employing the multiple choice format of the Affective Sensitivity Scale, at least for high school pupils. Their attention, interest and motivation was highest on the Skovholt coached-client video tapes. It appears to us that it would be appropriate to develop a series of such tapes depicting both high school and college students presenting "problem" responses.*

The post-test skill level attained was similar to the levels of responses the pupils were making at the end of each term in the actual classwork counseling sessions, lending credence to the overall effectiveness of their skill development. All students in the class demonstrated substantial improvement in these skills and their writing assignments demonstrated good abilities to reflect upon the specific issues.

Psychological Growth

Since a major objective of the program was to affect the developmental level of the teenager, we used a series of p oximate

*The responses were scored by a single judge after scoring reliability had been established. The judge reliability was 9 of 10 "hits" with the Carkhuff protocols and 8 of 10 "hits" with the Skovholt ratings.

measures as estimates of developmental change - the Loevinger scales of ego development (Loevinger and Wessler 1970) and the Kohlberg scales of moral maturity (Kohlberg 1972). In the counseling seminar and practicum we found that a major change occurred on the Loevinger scales. As a general indicator of ego development in a sequence of stages, the teenagers in one counseling class moved from level 3 to level 4 ($\bar{X}_1 = 3.2$, $\bar{X}_2 = 4.4$, $p < .001$). The shift was from wary, self-protective to more trust and open communication and higher self respect and complexity. Essentially, this is a shift from other-directedness to the beginnings of a more integrated inner-reliant and less ego-centric stage. The Kohlberg results, while not as dramatic, statistically confirmed the trend shift. The pupils moved from stage III toward stage IV ($\bar{X}_1 = 3.22$, $\bar{X}_2 = 3.56$, $p < .08$). The content of those stages is analogous to the Loevinger, except that it is much more difficult to move through an entire stage in the Kohlberg system. It usually takes teenagers two or three years to move from stage III to IV and even then a substantial minority never make it past stage III. Thus the smaller quantitative shift in the Kohlberg results may well be more significant theoretically.*

In a second study of the counseling seminar and practicum we found the same shifts in both the Kohlberg scores ($\bar{X}_1 = 3.70$, $\bar{X}_2 = 4.01$, $.05 < p < .10$) and the Loevinger scales ($\bar{X}_1 = 4.70$, $\bar{X}_2 = 6.04$, $p < .05$). The movement was from Kohlberg Stage Three to Four and Loevinger Stage Delta Three/Three to Four. The changes on both

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*The control groups of regular high school classes in psychology showed no change in either scale pre-post. They remained at the 3 on Loevinger and Stage 3 on Kohlberg. In replication the same finding reappeared, namely that regular high school classes remain unchanged on pre-post measures of psychological growth.

scales suggest that learning through genuine experience, (the practicum) which includes structured examination of that experience (the seminar), becomes a means of promoting rather than assuming development. The skills learned in the counseling class, for example, become the means that teenagers can then employ to hear and understand each other. The excessive personal uniqueness and romantic personal fable to which Elkind (1970) refers loses some of its transcendental quality when the wary self-protectiveness in the class fades in the face of emerging "real" problems of teenagers. The learning of active listening skills helps the teenagers develop a language and a repertoire of responses. Such procedures appear as a first step toward empathy in communication. By teaching focused reflection and the meaning of non-verbal responses, each pupil can become more perceptive toward others and less self-centered. The activity of employing these new skills seemingly promotes what Piaget might call a "decalage" or a de-centering process through which the teenager becomes less ego-centric. Through the use of formal operations to understand and experience the subjective nature of their own world and the world of others, the teenagers' growth process towards maturity may be facilitated. Growth within the stage of formal operations leading to higher levels on both the Kohlberg and Loevinger measures appears theoretically consistent with the content of those stages and with the instructional process as well.

In addition to these measures, the students on questionnaires indicated that they "learned" the following activities or concepts

from the class--"To express myself more clearly," "To evaluate myself," "To talk freely," "To be aware of other people," "To understand people different from myself," "To listen to others," "To see the effects others have upon me," and "To help other people." These responses were selected from a list of 72 possible activities and were listed by at least half of the students in the class. Perhaps most significant was one further item. In one class (N=27) all students listed "students learn from each other, not just from the teacher," as their major perception of what they had learned in class.

Open-ended written assessments from pupils included comments like:

> "It was easy to listen to and learn from others in the class, teachers and students. My group seemed together and powerful working toward a common goal, we achieved a lot."
>
> "A weird class but I think I learned a lot without the usual books, and just from other people. Also it's useful outside of school too and in the future."
>
> "The class was very helpful to me. In our small group we dealt with the real feelings and not <u>just</u> practicing the things we learned (empathy scale, Roger's article, etc.). Maybe that's why it was so good--because it was real and not <u>just</u> a learning experience. I enjoyed it. P.S. There should be a follow up course to this."

The project staff of clinically oriented counselors and teachers felt without question that the statistical results confirmed their own subjective impressions of growth and maturity. The levels of responsiveness, helping, caring, and responsibility in the classes themselves subjectively attested to behavior change at a psychological level. Certainly the students in their own "talk" and in post class interviews indicated that their experiences had been of positive

growth and development. Similar positive effects were found in the other seminar and practicum classes while the control or comparison classes showed no change. As a result we may conclude that such a program apparently is a step in the direction of significant educational change rather than just another version of, "the more things change..." (Sprinthall and Erickson 1973).

Adolescence as a Stage of Development

The program for curriculum reformulation described here is being created to serve as an operational translation of cognitive developmental theory. Our objective is to build a series of learning experiences for regular classroom pupils at the secondary level designed to deliberately acknowledge concepts from developmental stage theory. Instead of ignoring stages or assuming that the stage of development of the individual is irrelevant (as was the case with many "new" curricula), we are attempting to create a program based on stage concepts. We seek to match an intervention system with the psychological development of the secondary pupils.

Essentially we started with the concepts of adolescence as a developmental stage in both the Kohlberg and Piagetian sense. Given the onset of formal operations as a potential (not necessarily realized by all teenagers), and the possibility of higher levels of moral maturity, we explored ideas for teaching and learning experiences that would connect to such psychological issues, namely to promote the emergence of new cognitive structures or, more generally, psychological growth. Piaget (1970) had provided a theoretical break-through with the idea of a child as a moral philosopher. Following the same reasoning, Kohlberg was able to document and extend such a view. (Kohlberg and DeVries, 1971) Both the child and the teenager, in a Piaget-Kohlberg sense, are moral

philosophers. Thus it made educational sense to create intervention schemes that would facilitate and develop the capacity to reflect and examine the generic moral questions--the dilemmas of living, the difficult questions of choosing without easy solutions, etc. The recent work of Blatt is a clear example of an intervention system tied directly to such a developmental framework (Blatt, 1969).

If the adolescent was a moral philosopher was he not also a psychologist? That was the question Piaget and Kohlberg posed to us. The developmental shift from the concrete operations of the 7-11 year old to the beginning of formal abstract and metaphorical thought during adolescence dramatically changes the individual. No longer is the external world viewed as a given or permanent and unchanging. Instead the teenager begins to perceive the subjective, the phenomenological, the relative, and above all the "self." As we have noted, Elkind calls this the shift to a subjective but highly ego-centric thinking process in which the teenager genuinely views himself as the center of the universe (Elkind, 1970). This Ptolemaic view is perhaps best exemplified by the following interview excerpt--"I asked a fifteen-year girl: 'What is the most real thing to you?' Her unhesitating reply was 'myself.'" (Kohlberg and Gilligan, 1971, p. 1064).

Without belaboring the point, then, the interaction question became what strategies might be most appropriate to educate teenagers vis a vis questions of the subjective nature of perception, the differentiation of self and others, and the inevitable (and ubiquitous) questions of identity? While considering an array of curriculum experiences for the teenager as a "psychologist," we also wanted to avoid the problems inherent in a pre-occupation with the teenage "self." In a recent

article the implied curriculum design problem was denoted, "In particular we would need to create conditions that do not foster or necessarily encourage further movement to ego-centric thinking especially about self" (Sprinthall, 1971, p. 379).

In this regard Elkind has noted that a major intervention question concerns the need to provide experience and reality testing to move the adolescent away from particular aspects of formal but highly ego-centric thought. These well-known aspects include the personal fable, preoccupation with appearance, playing to an imaginary audience, lack of genuine empathy and excessive criticism of adult short-comings. "Perhaps it is because the adolescent is relatively uninvolved with serious issues of justice, integrity. . .that he feels so superior to adults in these regards." (Elkind, 1970, p. 80) The adolescents' lack of significant experience may promote an easy hypocrisy rather than genuine development in formal operations.

Learning Psychology by Doing Psychology: A Summary

After a number of trials in which we deliberately employed a series of different teaching strategies, we have realized that the most successful classroom procedures involved a deliberate reversal of the usual methods and objectives of teaching. Instead of either transmitting knowledge about psychology as an academic course, or teaching the structure of psychology as a discipline, we found the most effective procedure to be the practicum-seminar format usually employed in graduate schools. Indeed we are now teaching a series of high school courses using the same practicum and seminar outline, e.g. a class in peer counseling,

in cross-age teaching, in early childhood education, in psychological growth for women, etc.* This approach had particular immediate advantages. First, as noted, we wanted to teach deliberately toward the objective of psychological development. We sought to avoid passive, rote, and impersonal learning. The practicum format required by definition that the high school pupils become directly involved in the learning process. Also they had the responsibility for their own performance in the various practice settings. When a teenager knows he will teach a class of elementary age pupils, or run part of a nursery school program, or counsel another teenager, the immediate motivation for learning is high--active responsibility versus passive observation is one way to describe the difference.

A second major component was the seminar. We attached a weekly seminar to each practicum class. Each is designed as an intensive examination on the meaning of the experience for the teenagers as well as a discussion on the development of requisite skills. Thus the seminar for the counseling class practicum would focus on learning the skills of communication and a reflection on the personal issues involved in such a process. In a similar manner the seminars in the cross-age teaching and nursery school work maintained the dual focus on information and skill development and the impact of the on-going experience. For example, the seminar in nursery school work might focus on some questions of how 3-year-old children learn and how they perceive adults. This could be followed by a discussion on what happens to the teenagers when the

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*Reports will be forthcoming describing these classes.

small children perceive them as adults! In the cross-age teaching similar questions were generated in the seminar. Teenage "teachers" would discuss how to handle emotional problems of elementary pupils, e.g., the effect of a death of a 2nd grader on the children. This also quite naturally could lead to their own examination of how they handle such problems themselves. In the peer counseling seminar, when teenagers learned to listen and respond to an age mate, they often would see some of their own "problems" being portrayed. These are just a few examples of the educational/psychological learnings that could occur in the seminar discussions. They learn to act and to reflect upon volunteer efforts which were not pre-vocational in objective. The objective is to promote and acknowledge the development of the teenager as a "psychologist." As Kohlberg has noted "The program was an attempt to make the concept of development real to adolescents in order to enable them to see their own life careers in development terms, including general observational experiences about human development, such as work with younger children and adolescent self-reflection." (Kohlberg 1972, p. 48)

Instructional Issues

The pedagogical approach raises a series of questions and issues. For example, to manage a weekly seminar discussion is more akin to supervision as a process, or what has sometimes been called clinical teaching than the usual mode. The teenagers need help in examining the practicum experiences and developing meaning from these reflections. The actual curriculum in this sense emerges from the experience. We have followed the format that usual academic inputs (readings, films, writing assignments) are concurrent with or follow the actual experience. Experience preceding discussions is an important element in the process.

Thus the rationale for active listening skills is not presented in advance of the experience but rather follows after the pupils have had direct experience. The seminar discussion pedagogy becomes the method of making meaning of practicum experience. If the adolescent is a natural psychologist then clinical teaching in the seminar enhances that process.

A second teaching issue in this format comes from the personal issues discussed in the seminar. The usual teacher (and for that matter, counselor) constraints on personal or emotional questions in regular classrooms obviously would inhibit the development of a perspective toward self and others. The development of genuine empathy depends upon learning to identify the subjective nature of emotions, to label them and to accurately respond both in self and in others. Teaching that avoids, side-steps, or homogenizes such issues would inhibit rather than enhance development. To get beyond the stereotypes in human interaction becomes one of the important teaching tasks. Again from developmental theory we find the concept of dis-equilibrium helpful to comprehend the process. By forcing an adolescent out of a preoccupation with his or her own "self," we create a dissonance or dis-equilibrium. By reversing counselor and counselee roles in the practicum experiences, it is necessary for the pupils to change set and perspective. Pointedly, this is often a painful process. A fast talking, advice-giving, dominating teenager hears himself on tape and sees the adverse reaction upon a fellow teenage "client." There is resistance to such personal glimpses and awkward insights. This is also the opportunity for important learning. In our view the teaching ability to supervise the pupils in such a manner is a major ingredient in the success of such a program.

Obviously there are a series of important factors such as the curriculum itself, the instructional method and the teaching/supervision competency. These are the necessary and sufficient conditions for effectiveness. Through pre-service and in-service programs we hope to further specify such teacher training procedures.

Summary

The program described has been an attempt to create regular classroom learning experiences for teenagers that would promote psychologial (ego) development. Based on concepts from stage theory, namely Kohlberg, Piaget and Loevinger, the program contains a series of high school classes in Psychology designed deliberately toward the developmental objective, i.e. higher stage attainment. By employing real experience through a practicum and extensive examination of issues through a seminar, a powerful and necessary conflict situation was created. The classes focused both on the meaning of "self" and understanding others. To a large degree, in fact, the teenager, at times, had to learn to deliberately set aside some of his own pre-occupations with self to perceive and understand others. The deliberate expansion of social role participation and broadened experience "table" appears as a major ingredient resulting in personal and psychological growth as outcome. The beginning of the so-called Copernican revolution may start here.

The most significant general implication for schooling and the practice of psychology would be a new framework for intervention. Instead of the special remedial, adjustive, placement and referral scope for psychology, we could move directly toward the educational-developmental function. Programs and classes in psychological and moral education could then become part of an overall school curriculum. Primary prevention,

education, and development would then become synonomous. Further reports will be forthcoming presenting other examples of the curriculum under development and examining in detail important issues of educational change.

A Final Note

The program in deliberate psychological education is contained in a larger frame of reference as part of the Southeast Alternatives District project. The educational objectives of the larger project are to promote the development of an array of approaches toward a goal of effective educational intervention. Since students like all other human beings learn through a variety of modes, the project has been designed to test out some alternative educational experiences and to evaluate the resulting impact. Schools in general as we noted in the introduction have been somewhat slow to recognize that the psychology of the individual differences between pupils, and stages of psychological and cognitive growth at different ages both strongly suggest the need to create a broader curriculum. Thus the program described here as well as future descriptions are based on the assumption that school curriculum should be defined more broadly in content and process and employing alternative teaching strategies. A series of complimentary (rather than supplementary or add-on experiences) classes, courses and programs could then expand and enrich the standard academic subject-oriented teaching at the secondary level. It is our contention that such complimentaritary must be genuine. We do not suggest throwing out the proverbial baby of regular concept teaching with the bath water of effective learning. Similarly we do not suggest that all school curriculum model our experience base practicum-seminar format. We do see the possibility of alternative educa-

tional traditions existing within the same school, enriching each other to the benefit of the pupils.

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1973-74

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